

Quest School

Pupil Progress 2015-16

Pupil Progress data analysis 2015-16

Focus on pupils' achievements in 2015-16

The vast majority of Quest pupils operate well below national attainment levels; most pupils have Severe Learning Disability, as well as severe autism. The school's intensive approach to improving pupils' behaviour and engagement with learning, using the ABA approach continues to enable pupils to make the most of their classroom and other learning opportunities.

Analysis of progress against National Curriculum Targets for all pupils across the school

Targets are set for all pupils at the start of each academic year, using the school's Achievement Criteria which is based on national progress data (Transition Matrix, Progression Guidance and CASPA trend lines). Pupil progress is therefore measured for all pupils with reference to national norms (ie against progress in all schools nationally, including mainstream). As a result of analysis of progress data for each pupil, the following outcomes were achieved for 2015-16:

End of Key Stage Data Analysis

- **90% of the outcomes**, showed that pupils reaching the end of their respective Key Stages (who have been at Quest throughout that Key stage) **met or exceeded Upper Quartile (UQ) targets** based on Teacher assessment, compared with national data and nationally set expectations.

As an illustration of the very good progress pupils make during their time at Quest, the attached graphs show the advances across key stages made by pupils who had reached the end of their respective key stages at the end of 2015-16.

The national Progression Guidance data sets and Transition Matrices (which show progress in all schools nationally, predominantly mainstream) were used as reference points, along with the school's own established criteria for measuring progress.

End of Key Stage Students

The following tables show examples of progress made for individual students reaching the end of their respective Key Stages in July 2016:

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Progress from KS1 - KS2

Pupil A: Year 6

	KS1	KS2		UQ expected	
English - Reading	P2ii	P4		P4	UQ
English - Writing	P2i	P4		P3ii	Exceeded UQ
Maths	P2ii	P4		P4	UQ

- Progress data showed that this pupil **performed better than 62% & 61%** respectively, of the population in Reading & Maths.
- In Writing, this pupil **performed better than 84% of the population, with only 4 %** out-performing this pupil.

Progress from KS2 - KS3

Pupil B: Year 9

	KS2	KS3		UQ expected	
English - Reading	P3i	P3ii		P4	median
English - Writing	P3i	P4		P4	UQ
Maths	P3ii	P4		P4	UQ

- Progress data showed that this pupil **performed better than 80% & 72%** respectively, of the population in Writing & Maths.

Progress from KS3 - KS4

Pupil C: Year 11

	KS2	KS3	UQ target	KS2-3		KS3	KS4	UQ target	KS3-4
English - Reading	P1i	P2ii	P1i	Exceeded UQ		P2ii	P3ii	P2ii	Exceeded UQ
English - Writing	P1i	P2ii	P1i	Exceeded UQ		P2ii	P3ii	P2ii	Exceeded UQ
Maths	P2i	P3i	P2ii	Exceeded UQ		P3i	P3ii	P3i/P4	Median/UQ

- Progress data showed that this pupil **performed better than 88% & 90%** respectively of the population in Reading & Writing; in Reading **0% out-performed** this pupil.

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Annual Pupil progress analysis (for all pupils, not just those at the end of a Key Stage):

Evidence from this data analysis demonstrates continued high levels of achievement for all pupils within the school.

Pupils not at Key Stage end

- 100% of pupils made Good or Outstanding progress in Reading, Writing and Maths (see table below):
 - 71% of those in KS 1&2 making Outstanding progress in Reading, Writing & Maths
 - For KS3-4 pupils, the percentage making Outstanding progress in Reading, Writing and Maths respectively is: 71%; 57%; 86%

Analysis of pupil progress by pupil groupings within the school for 2015-16:

	Reading	Writing	Maths
KS 1&2			
Outstanding	71%	71%	71%
Good	29%	29%	29%
KS 3&4			
Outstanding	71%	57%	86%
Good	29%	43%	14% (absent)
BEM (British Ethnic Minorities)			
Outstanding	75%	100%	50%
Good	25%	0%	50%
LAC (Looked After Children)			
Outstanding	100%	100%	100%
Good	0%	0%	0%
Pupils eligible for Free School Meals			
Outstanding	66%	33%	100%
Good	33%	66%	0%
Gender n/a			

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Pupil Groupings within the school:

The table above show the breakdown of pupil progress data for specific groupings within the school, according to the following categories: Gender; British Ethnic Minorities; Looked After Children; Pupil Premium eligibility.

The table shows that none of these groups are under-performing in relation to whole school data, and that for all pupils within these groups, made Good or Outstanding progress in Reading, Writing & Maths.

Historical data

Given the small numbers of students each year at Quest, it is important to set this data in the context of historical data, which shows consistent numbers of pupils achieving well against national expectations:

Percentage of pupils achieving Good/Outstanding progress

P Level Students Annual progress data

	Reading	Writing	Maths
2015-16			
Outstanding	71%	64%	85%
Good	29%	36%	15%
2014-15			
Outstanding	80%	80%	70%
Good	20%	20%	30%
2013-14			
Outstanding	73%	82%	100%
Good	27%	18%	0%
2012-13			
Outstanding	83%	83%	83%
Good	17%	17%	17%
2011-12			
Outstanding	54%	62%	69%
Good	46%	38%	31%
2010-11			
Outstanding	43%	62%	50%
Good	57%	38%	50%

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NC Level Students (based on Teacher Assessment and/or Exam results)

	English	Maths	Science	ICT
2013-14				
Outstanding	100%	100%	100%	
Good	0%	0%	0%	
2012-13				
Outstanding	86%	86%	71%	100%
Good	14%	14%	29%	0%
2011-12				
Outstanding	100%	60%	40%	60%
Good	0	40%	60%	40%
2010-11				
Outstanding	57%	86%	43%	86%
Good	43%	14%	57%	14%

End of Key Stage data analysis
End of Key Stage data

NC Level students (Most able)

	English	Maths	Science
2014-15 (3 students)			
Exceeded UQ	67%	100%	100%
Met UQ	33%	0%	0%
2013-14			
No NC Level end of key stage pupils			
2012-13 (4 students)			
Exceeded UQ	25%	50%	50%
Met UQ	75%	50%	50%

P Level Students

	Reading	Writing	Maths
2015-16 (3 students)			

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Exceeded UQ	33%	66%	0%
Met UQ	66%	33%	100%
2014-15 (3 students)			
Exceeded UQ	100%	100%	67%
Met UQ	0	0	33%
2013-14 (2 students)			
Exceeded UQ	100%	100%	100%
Met UQ	0	0	0%
2012-13 (3 students)			
Exceeded UQ	n/a	66%	33%
Met UQ	n/a	33%	66%